

# Warrington School Annual Report – 2011

## Achievement Targets 2011

<b>Strategic Aim:</b>	All students are able to access The New Zealand Curriculum as evidenced by achievement in relation to National Standards.
<b>Annual Aim:</b>	To increase the number of students achieving at or above the level of the National Standard for writing.
<b>Baseline data:</b>	<ul style="list-style-type: none"> <li>Analysis of school wide writing data in November 2010 identified concerns that students were not achieving to the same level in writing as they were in reading.</li> <li>Teachers' reflection on writing samples showed students in the group wrote much better in some contexts than in others. This signalled the importance of students' engagement with the material and having a sense of purpose for their writing.</li> <li>17 students are writing below expected standards 17/53 = (12m + 5f)</li> </ul>
<b>Targets:</b>	<ul style="list-style-type: none"> <li>All students who were below the standard in 2010 in relation to the writing standards will make more than one year's progress and be achieving at the standard by the end of 2011.</li> <li>All students who were well below the standard will make more than one years' progress in relation to the writing standards.</li> </ul>

Actions to achieve targets	Responsibility	Budget	Time frame
1. Analysis of moderated student writing samples to be undertaken to identify patterns of strengths and weaknesses.	All teaching staff		Term 1
2. Teachers to identify which students need priority support – targeted instruction to accelerate learning.	All teaching staff		Ongoing
3. Students that have been identified as having a high need for priority support to be included in the Face to Face programme. This is to be assessed on a greatest needs basis.	Principal	\$10,000	Assessment to be made each term
4. Teaching staff to provide good levels of topical prompts or encouragement to use own experiences. Allow students that are older and/or more capable to have a greater involvement in determining writing topics.	All teaching staff		Ongoing
5. Regular monitoring meetings to discuss progress of target students, the wider school learning programme in writing and practises/methods that appear to be having results (good and bad). Linked to the fortnightly 'syndicate' meetings that will integrate teacher's personal goals with how we are managing the writing goals as well.	All teaching staff		At least monthly
6. Undertaking in school professional development in writing using the schools management unit to lead this. Reassessing SWA for writing and how this can be done, and re evaluate the current rubric to bring it in line with National Standards set for each year level rather than Curriculum level. With the aim of decreasing the band level and making goal setting for individuals easier.	Management Unit		Ongoing
7. Analyse and understand the reasons for students who are under-performing in writing and develop IEPs for these students.	Management Unit Face To Face		End of term 2

# Warrington School Analysis of Variance 2011

<b>Baseline data:</b>	<ol style="list-style-type: none"> <li>1. Students were not achieving to the same level in writing as they were in reading.</li> <li>2. Students wrote much better in some contexts than in others – signalling engagement with the material and having a sense of purpose.</li> <li>3. 17 students are writing below expected standards 17/5 = 30%</li> </ol>
<b>Exit data:</b>	November data has 7/40 or 18% students working below their expected level in writing. We have chosen to not differentiate male/female in these results as it could identify some students. 32% of students are working well above their expected range compared with 22% at the start of the year.
<b>Targets:</b>	<ol style="list-style-type: none"> <li>A) All students who were below the standard in 2010 in relation to the writing standards will make more than one year's progress and be achieving at the standard by the end of 2011.</li> <li>B) All students who were well below the standard will make more than one years' progress in relation to the writing standards.</li> </ol>
<b>Targets Variance:</b>	<ol style="list-style-type: none"> <li>A) Almost half the students who were well below standard in 2010 have made more than one year's progress and were included on the F2F programme.</li> <li>B) Most students who were below the standard made more than one years progress. <ul style="list-style-type: none"> <li>• Our targets were not achieved – learning is made up of components – brain, emotional and social development play a role in children's abilities. Not all students will become proficient writers. The staff who were mainly responsible for the targets worked with students experiencing social issues rather than just writing.</li> </ul> </li> </ol>

## Actions taken to achieve targets

- Analysis of moderated student writing samples to be undertaken to identify patterns of strengths and weaknesses.
  - Professional development with the University of Otago advisers and 3 Peaks Cluster - moderating student's writing and analysing strengths/weaknesses.
- Teachers to identify which students need priority support – targeted instruction to accelerate learning.
  - Teachers have discussed writers and writing at staff meetings – analysing data, questioning hand written versus digital written and using holistic approaches to accelerate learning.
- Students that have been identified as having a high need for priority support to be included in the Face to Face programme. This is to be assessed on a greatest needs basis.
  - Special needs students were identified and were given significant F2F time and extra classroom support by teacher aides.
- Teaching staff to provide good levels of topical prompts or encouragement to use own experiences. Allow students that are older and/or more capable to have a greater involvement in determining writing topics.
  - Teachers have also shared their own writing – being authors and learners with the students and creating blogs.
  - Senior students and staff contributed articles each month to the Blueskin News.
  - Board funded 2 senior students identified as talented writers attended writers workshops at Taiaroa Heads.
- Regular monitoring meetings to discuss progress of target students, the wider school learning programme in writing and practises/methods that appear to be having results (good and bad). Linked to the fortnightly 'syndicate' meetings that will integrate teacher's personal goals with how we are managing the writing goals as well.
  - Staff meetings were devoted to analysing written language and individual teacher's personal goals integrated school wide writing goals.
- Undertaking in school professional development in writing using the schools management unit to lead this. Reassessing SWA for writing and how this can be done, and re evaluate the current rubric to bring it in line with National Standards set for each year level rather than Curriculum level. Aim of decreasing the band level and making goal setting for individuals easier.
  - Changes to our systems were developed by the school management unit holder in consultation that includes analysing data - Wiki recounts criteria.
  - Further changes to our reporting system have been established so next year the data will be easier to manage.
- Analyse and understand the reasons for students who are under-performing in writing and develop IEPs for these students.
  - IEPs were not established for writing - time was spent on writing social and behavioural IEPs and working with other professionals to meet the needs of our special needs students.
  - There was still a significant improvement for these students.

		Well Below			Below			At			Above		
	Year	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
<b>All Students</b>	2011	3 (7.5%)	1 (2.5%)	3 (7.5%)	7 (17.5%)	11 (27.5%)	11 (27.5%)	18 (45%)	20 (50%)	20 (50%)	12 (30%)	8 (20%)	6 (15%)
	2010												
<b>Male</b>	2011	3 (7.5%)	1 (2.5%)	3 (7.5%)	7 (17.5%)	7 (17.5%)	6 (15%)	10 (25%)	12 (30%)	12 (30%)	4 (10%)	4 (10%)	3 (7.5%)
	2010												
<b>Female</b>	2011					4 (10%)	5 (12.5%)	8 (20%)	8 (20%)	8 (20%)	8 (20%)	4 (10%)	3 (10%)
	2010												
<b>Maori</b>	2011												
	2010												
<b>Pacifica</b>	2011												
	2010												

Note: Pacifica and Maori students have not been identified in this chart as this may breach an individual's privacy

#### Areas of strength :

75% of students at Warrington School are progressing and achieving in line with the National Standard in reading, with 12 students achieving above and 18 achieving at the National Standard. 100% of Warrington girls are achieving at or above the standard in reading.

Over the last few years the school has had a significant input from the Blueskin Bay Library with fortnightly book car visits and a once a month book club, this has enabled students to access high quality books that are chosen by the librarians with specific students in mind.

70% of Warrington students are progressing and achieving in writing, with 8 students achieving above and 20 achieving at the National Standard.

Writing was the school's focus with students being encouraged to submit articles for the local newsletter - Blueskin Bay News. Students and families reported that they enjoyed seeing and reading their published articles and stories. The school's Face to Face programme assisted students who we identified as achieving in the well below or below areas. The focus was on writing - we now have only one child achieving in the well below area with writing.

#### Areas for improvement:

7.5% of the school (3 boys) are achieving well below in reading and mathematics, boys are also overly represented in the below area for reading, writing and mathematics. 35% of all students are achieving below or well below the National Standard for mathematics compared to 30% and 25% for reading and writing respectively.

Assessment results indicated that the basic facts and problem solving areas of mathematics was an area of concern for these students.

Support for students in the below or well below area of mathematics will be a focus for next year, the emphasis will be on acquiring a quick recall of basic facts and being able to solve mathematical word problems.

Professional development for teachers on effective teaching strategies and programmes assisting our less capable mathematics students (especially boys) will also be implemented.

### **Board of Trustees**

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### **Kiwi sport funding**

Warrington School received \$853 in 2011.

Funds were spent on:

Netball - new balls, lower hoops and bibs - \$500

Refurbishing of the school pool - \$3000+

We have also had school teams of football, touch, t-ball, hockey and students have also competed at regional levels in hockey, athletics and swimming.